Advanced Placement/Dual-Enrollment United States History Syllabus

2009-2010 – Mr. Bunner

Pre – Requisite: 3.2 Q. P. A.

Course Objective

This course will aim to heighten students’ ability to see relationships and distinctions in United States political, social, economic, and intellectual history. The study of history goes far beyond the mastery of content. The study of history is about developing critical skills that will serve students in college and as lifelong learners.

Objectively, this course will help students improve on the following skills:

* Time management, organization, and study skills
* Critical reading of primary and secondary sources
* Constructing and evaluating historical interpretations
* Ability to analyze historical evidence
* Essay writing and oral communication
* Ability to analyze and express historical understanding in writing.
* Cause-and-effect relationships
* Comparative analysis
* Making historical analogies
* Inductive and deductive reasoning
* Ability to understand of the principal themes in United States history

Course Purpose

The AP/Dual-Enrollment United States History course is a college-level survey course that introduces students to the rich political, cultural, social, and intellectual heritage of the United States. The course is considered the equivalent of a full-year freshman collegecourse in U.S. history, and its content spans the discovery and settlement of the New World to the present. It is part of a cooperative endeavor by high schools, colleges, and the College Board to provide highly motivated students the challenge and opportunity to earn college credit during their high school years. The course is designed to prepare students for the College Board AP United States History Exam in May. Performance on the AP U.S. History Exam determines a student’s eligibility to earn college credit. Course curriculum, materials, and expectations are designed to prepare students for success with this three-hour exam. The overall purpose of this course, however, extends beyond the possibility of earning college credit by providing students the opportunity to develop skills and knowledge that will form a foundation for their continuing educational endeavors.

The AP U.S. History course is designed to teach students to think critically about the issues that have confronted and influenced the United States, through a process that integrates the examination of factual knowledge, the development and application of analytic skills, and the assessment of primary and secondary sources.

The course is designed to achieve the following:

* Covers the 500-year scope of U.S. history—from North America’s pre-Columbian beginnings to the present
* Integrates a number of important themes that recur throughout American history
* Includes analysis of primary-source documents
* Helps students develop analytic ways of thinking, such as recognizing cause and effect, drawing inferences, dealing with conflicting viewpoints, and tracing the evolution of themes throughout history
* Requires that students write often and insightfully
* Equips students to weigh different interpretations of history and introduces them to historical criticism
* Integrates social, cultural, political, diplomatic, economic, and intellectual history into the of the American experience
* Requires students to form and express thoughtful opinions that they share with others

The AP US history student will:

* demonstrate comprehension of a broad body of historical knowledge;
* express ideas clearly in writing;
* work with classmates to research historical issues;
* interpret and apply data from primary documents;
* identify underrepresented historical viewpoints;
* write to persuade with evidence;
* compare and contrast alternate interpretations of historical figures, events, or trends;
* explain how historical events connect to or cause larger trends or themes;
* develop essay responses that include a clear, defensible social studies thesis statement and supporting evidence;
* effectively argue a position on historical issues;
* critique and respond to arguments made by others;
* raise and explore questions about policies, institutions, beliefs, and actions in their historical context;
* evaluate primary materials, such as historical documents, political cartoons, and first-person narratives;
* evaluate secondary materials, such as scholarly works or statistical analyses.

Course Description and Course Themes

Advanced Placement United States History provides a study of American history and culture at a much more challenging level than the normal high school honors course; the demands of the class are equivalent to those made by an introductory college course. Emphasis will be on the development of analytical thinking, reading, and writing skills. However, students will build a solid foundation of factual knowledge as well, for the intelligent exercise of analytical skills is impossible without the support of systematic factual knowledge. Content for the first semester will cover US history from the Age of Exploration through Reconstruction. The inclusive years are 1492-1877. Content for the second semester will cover US history from Reconstruction through the election of Barack Obama as President of the United States. The inclusive years are 1877-1989. Students will interpret primary sources, including documentary material, statistical tables, maps, and pictorial and graphic evidence of historical events; weigh different interpretations of events found in articles and monographs by professional historians; and marshal evidence in support of their own conclusions about historical events. Obviously, the AP US History course assumes a high level of motivation and discipline as well as academic ability. Like other courses that are part of the College Board Advanced Placement Program, this class will prepare students for the national AP exam in the subject.

* The course includes the study of political institutions in U.S. history.
* The course includes the study of social and cultural developments in U.S. history.
* The course includes the study of diplomacy in U.S. history.
* The course includes the study of economic trends in U.S. history
* The course uses themes and/or topics as broad parameters for structuring the course.
* The course teaches students to analyze evidence and interpretations presented in historical scholarship.
* The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources.
* The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions and thematic essays.
* The course teaches students to analyze evidence and interpretations presented in historical scholarship.
* The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.

**Major Themes of the Course**

These themes are woven throughout unit discussions, with assessments (quizzes, essays, and exams) being structured around them:

America on a World Stage

National Identity and Citizenship

Political Change and Continuity

Pluralism and Group Identity

Free Markets and Economic Transformation

These are the primary themes in **United States History** based on the course descriptions found in the materials of the College Board.

*The themes outlined below indicate some of the important areas that might be treated in an Advanced Placement course in United States History. The ideas suggested do not have to be treated explicitly as topics or covered inclusively, nor should they preclude development of other themes. In addition, questions on the examination will often call for students to interrelate categories or to trace developments in a particular category through several chronological periods*

**American Diversity**

The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

**American Identity**

Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.

**Culture**

Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

**Demographic Changes**

Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

**Economic Transformations**

Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

**Environment**

Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

**Globalization**

Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism,

global hegemony, development of markets, imperialism, and cultural exchange.

**Politics and Citizenship**

Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

**Reform**

Diverse movements focusing on a broad range of issues, including antislavery, education, labor, temperance, women’s rights, civil rights, gay rights, war, public health, and government.

**Religion**

The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

**Slavery and Its Legacies in North America**

Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in Native American societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

**War and Diplomacy**

Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

Classroom Expectations

* ***Responsibility****:* Responsibility is the key to success, and the remedy for failure. No excuses - ever!
* ***Respect***: Respect the person and property of those around you.
* ***Right***: Right action, right effort, right speech, and right thought.
* ***Reflect*** *the 5 Ps - Be* ***P****rompt,* ***P****resent,* ***P****olite,* ***P****repared,* ***P****articipative*
* **NO** food, drink, or gum is permitted. Water, and only water, is always ok.
* Cell phones, iPods, and other "toys" are not allowed.
* Hall Passes: 2 per semester. No passes during lectures, exams, quizzes, videos, or when we have a sub.
* Late homework will ***NEVER*** be accepted without a **full-day excused** readmit.
* No credit will be given for incomplete or sloppy homework. If you’re tardy, so is your homework.
* Neatness, spelling, and grammar ***ALWAYS*** count!

The Washington School District plagiarism and cheating policy will be strictly enforced - no exceptions! In addition to the consequences of the school-wide policy, any violation forfeits **ALL** participation and extra credit points for the semester.

All students enrolled in AP United States History are expected to take the AP United States History exam on ***Friday, May 7, 2010***. The Washington School District has pledged to cover all costs associated with the College Board AP Exam and the Dual-Enrollment program as well.

**Extra Classes**: Four Saturday classes will be scheduled during the weeks leading up to the AP U.S. Exam.

**The AP United States History Exam**: (Morning session - 8:00p, Friday, 6 May 2011)

Length: 185 minutes (3 hrs, 5 min)

Format: *multiple-choice document-based question (DBQ) free-response question (FRQ)*

55 minutes 15 min read / 45 min write 70 minutes total

80 questions 1 DBQ with up to 12 documents choose 2 of 6 (1 per 3)

Weight: 50% 22.5% 13.75% + 13.75%

Course Format

This course will be taught as a seminar, which means that each student will play a vital role in the learning process. This course will include a tremendous amount of discussion. In the traditional seminar, students are responsible for completing outside readings so that the interpretation of the literature can be discussed for deeper analysis and understanding in class. As part of class participation, each student is expected to guide a class session over an assigned problem and/or concept.

The AP US History course requires two semesters of study and comprises eight units of study, each averaging 22 class days in length. At the beginning of each unit a reading syllabus will be distributed. Each contains a summary of daily in-class content to be covered, daily reading assignments, unit study and mastery assignments, and test dates. Students are responsible for keeping up with all reading and study and mastery assignments and should be prepared for daily reading quizzes. Class time will be a combination of lectures, small group interaction activities, teacher-directed discussions, oral presentations and debates, brief historical role-playing simulations, practice writing Documentary Based Questions, discussion and analysis of primary documents, and an occasional video clip.

**A detailed monthly schedule for the course is listed in the AP/Dual-Enrollment United States History Curriculum Map and the AP Audit Syllabus. These documents are posted on the class website.**

Text and Supplemental Material

David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey, *The American Pageant: A History of the Republic*,13th ed. (Boston: Houghton Mifflin Company, 2006).

David M. Kennedy and Thomas A. Bailey, *The American Spirit: United States History as Seen by Contemporaries*, Vols. I & II, 10th ed. (Boston: Houghton Mifflin Company, 2006).

Other monographs, articles, and primary document readers will be included.

Video – includes, but not limited to:

"A Biography of America." *Annenberg Media-The Western Tradition Series*. Web. 21 Jul 2007. < http://www.learner.org/resources/series123.html>.

Grading

All necessary forms may be obtained from the class website: <http://apushprexies.weebly.com> or the district Edline class site.

**Grading scale:**

A+ 97.00

A 93.00

A- 90.00

B+ 87.00

B 83.00

B- 80.00

C+ 77.00

C 73.00

C- 70.00

D+ 67.00

D 63.00

D- 60.00

F 0.00

**Grading breakdown:**

Homework: 25%

Class work: 25%

Tests: 25%

Projects 15%

Participation 10%

**Homework, Class work, & Participation**

The course provides students with frequent practice in writing analytical and interpretive essays such as Document based Questions (DBQ) and Thematic Essays Homework will consist of chapter readings, chapter outlines, critical thinking questions and thematic essays, reflective journal entries, and one DBQ per chapter. Students will be afforded approximately ten calendar days to complete chapter assignments. Class work grades will consist of reflective journal entries, current-events connection journals (connecting past history to the present world and your personal decision-making process), small group interaction activities, teacher/student-directed discussions, oral presentations and debates, and brief historical role-playing simulations. Participation grades will be based on class attendance and study-group team participation, participation in discussions and collaborative work, class website participation (accessing site tools and blogs). All homework, class work, and participation grades will be guided and graded by various rubrics that will be issued to students in advance and posted on the class website as well.

**Testing**

Students will take objective exams covering material from the textbook, supplemental readings, discussions, and lectures. The design of each two-day/two-chapter tests, mid-term exam, and final exam will be the same as the College Board AP Exam in May, including 80 multiple-choice questions, a DBQ, and two essay questions.

**Projects**

1. End of semester 1 - Students will research and present in atlas form the history, geography, economy, politics, culture, and other items of interest from one of the 30 periods of U.S. history chosen by the instructor. They will present their research and findings to the class orally and in written form to the teacher.

2. End of semester 2 – Between College Board AP Exam (1st week in May) until the end of the semester - A collaborative group project, constructivist in design, will be completed per group and project guidelines and rubrics. The intent of the final project is to plan, organize, design, and create a tool to educate posterity in our subject area.